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Northern Indiana Normal School, "The Normal Student (Vol. IV, No. 6)" (1894). *Old School Publications*. 13.

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THE NORMAL STUDENT.

VOL. IV.—NO. 6.

VALPARAISO, INDIANA, SATURDAY, FEBRUARY 10, 1894.

\$1.00 PER YEAR.

DAVID CROCKETT.

The Hunter, The Soldier, The Statesman
And The Patriot.

Written By J. FRAISE RICHARD, for THE NORMAL STUDENT.

"Be sure you're right and then go ahead."

Col. David Crockett.

SELF-MADE or not made at all, may be truthfully affirmed of this world's noble men and women. Every man is chiefly the architect of his own fortune. It has long been maintained by those most thoroughly conversant with the development of humanity that "In the Lexicon of youth which fate reserves for a bright manhood, there is no such word as FAIL." Trial, difficulty, obstacles, incessant toil, vexatious disappointment, humiliating defeat—these are under the operation of an unconquerable will, the stepping stone to ultimate success. Geologists inform us that death is an indispensable condition of life. The trilobites and brachiopods whose remains are found in fossilized form in the lower strata of the earth's crust were once as perfect forms of animal life as any now in existence. The large ferns and mosses and the stately lepidodendrons which existed during the coal measures, were more majestic than the most luxuriant forms now found in even the tropical regions. But all these types of animal and vegetable life had to be swept away, to prepare the earth for its long-promised occupant, man. The past was but a foundation for the present.

A hundred years ago we were but beginning to live in the United States. Dense forests were to be swept away, and the soil opened up for proper cultivation. The savage man of the forest had to be driven out, and his abode converted into suitable homes for civilized people. The primitive man was commanded to dress and to keep the garden in which he had been placed; so in a larger and nobler sense, the race-man was to keep and dress the earth and "make it blossom as the rose. Government on republican principles was, in this country, a simple experiment. The founders were men of wisdom and integrity, but no possible political prescience could enable them to foresee all the complications likely to arise in the administration of such a fabric. Men had to be taken from the field, from the forest, from the work-shop and from the sea to assist in making its laws and in administering them. Honesty of purpose, consecration of powers and intensity of patriotic impulse, characterized those pioneer publicists. The flowers of rhetoric and the sophistries of logic were not always possessed by them; but fervor of eloquence, and the power of moving people to act was theirs. They were natures noblemen, unhurt by the false education of the times. They were towers of strength; diamonds in the rough, ready to be polished by actual contact with life's projections, beacon lights to be followed by the struggling masses.

One of these pioneers whom posterity delights to honor, because of his unflinching honesty and unquestioned patriotism, was David Crockett familiarly called Col. Davy Crockett. Like Abra-

ham Lincoln, he was emphatically, a plebeian—a thoroughly self-made man, who by native force and natural powers of leadership, became known from ocean to ocean. Having recently passed through the country which was the scene of many of his daring feats in hunting and trapping as well as of his contests in the field of government and politics. I have concluded that a revival of the knowledge of this distinguished man, possessed by a generation passed away, might be serviceable to the present race of beings who have been educated under circumstances less trying than those which environed Crockett and his coadjutors. His career deserves to be known more fully than it is to be appreciated and impressed as it deserves.

David Crockett, the hero of our sketch, was the son of John and Rebecca (Hawkins) Crockett was



born in East Tennessee, August, 17, 1786. His ancestors on his father's side were Irish, but on his mother's genuine Americans of the Maryland caste. His father was a patriot, having served as a soldier of the revolution and participated in the battle of King's Mountain and other important engagements. At an early date his ancestors removed from Pennsylvania to that portion of country now called East Tennessee, though the state of Tennessee was not yet organized. His grandfather and grandmother Crockett were cruelly murdered, by the Indians, in their own house which stood on the site of what is now Rogersville, Hawkins County, East Tennessee.

David's childhood days were spent amid the wilderness and dangers of those primitive times. Rocked in the cradle of adversity, nurtured amid scenes of unparalleled dangers and hardships, educated by the relentless logic of cruel events, and cultured by the harsh experiences of those uncouth times, David grew to be a man of undaunted bravery and far-famed eccentricity. His education, measured by pages mastered and time consumed in school, was quite meager. When but a lad whose age was expressed by a single digit, he was sent to the coun-

tary school kept in a small log house by a man named Benjamin Kitchen. After four days' tuition during which he had but commenced to learn his alphabet by the method then in vogue, he fell out with a boy much larger and older than himself; and watching the first favorable opportunity, he gave said boy a trouncing; For this offense his master was disposed to give David the proper castigation, but the boy avoided him by not going to school but lying in the woods each day for quite a week, and then returning to his home at the usual hour of dismissal. Things passed off satisfactorily to David until the master sought from his parents some reason for the boy's absence from his classes. When the father learned the true state of affairs, he determined that his son should return to school and emphasized the command by saying that if the master did not punish him for truancy he would. The boy saw nothing but punishment and humiliation at either end of the line, and hence ran from home and remained an exile for some time. When advanced to his teens he attended school again four days per week for five or six months, and then married and moved to Middle Tennessee, locating some ten miles from the town of Winchester. While there, the war with the Creek Indians broke out, General Andrew Jackson being the commander of the American forces. In this campaign Crockett did active and meritorious service. The union with his first wife was blessed with three children, when the mother died, which enabled Crockett to form a second alliance, this time with a widow having three children and quite extensive landed interests.

While living in Middle and West Tennessee (for a removal from the former to the latter had occurred) David became a successful bear hunter. He frequently slaughtered fifteen of those oleaginous animals in a single week, his trusty rifle with flint lock and powder horn attachments being his constant and faithful companions.

During those pioneer times it was a difficult matter to secure magistrates who possessed all the intellectual, legal and literary qualifications one could desire in such an officer. But David was a born leader, and his neighbors soon found him out and had him appointed to such an office. Under the circumstances he was expected to do the best he could. His few months' training in the school of the Quaker teacher was not an extensive preparation for such a position. Both his penmanship and his composition were far beneath the standard of the successful modern magistrate; hence to bridge over the difficulty as easily and gracefully as possible, 'Squire Crockett gave his orders orally and thus saved the labor and expense of keeping any records.

In those times the penalty for debt was quite severe. When a man owed a debt and refused to pay it, Crockett issued a warrant for his arrest. This frequently frightened the man into paying the obligation without further process. If a man was charged with marking his neighbor's hogs, or with stealing anything, he was arrested; and if reasonable grounds for the charge existed, he was whipped and then released.

It has been stated that all processes at first were verbal. The magistrate addressed the constable in these words: "Catch that fellow and bring him up for trial." The criminal was brought, dead or alive. Crockett thus summarizes his experience as an officer at civil law: "My judgments were never appealed from; and if they had been, they would have stuck like wax, as I gave decisions on the principles of common justice and honesty between man and man, and relied on natural born sense and not on law-learning to guide me; for I had never read a page in a law-book in all my life."

But Crockett's civil career was not to be limited to the meagre services of a country magistrate. Having attained the rank and position of Colonel of the militia, by dint of his shrewdness and personal popularity, he was next asked to become a candidate for the legislature. He was expected in his canvass to discuss the various questions of law and government, concerning which, according to his own confession, he was entirely ignorant. Various conflicting interests appealed to him for pledges in their behalf, but the Colonel adopted the shrewd political dodge of being "non-committal." On the occasion of a great squirrel hunt and final dance, he was called upon for a speech. His opponent was a fine talker, and likely to distance the backwoods hunter. The Colonel was an excellent judge of human nature, and knew how to cater to the whims and prejudices of his fellow woodsmen. After demonstrating practically what he knew was true that he could not make a set speech, he said: "I reckon you know what I have come for, but if not, I can tell you. I have come for your votes, and if you don't watch mighty close, I'll get them, too." At the proper time he suggested that speech-making was hardly in order; but leaving the stump he began to circulate among the sons of toil, shaking hands and occasionally dealing out *spirits just made perfect*, to those who best appreciated that sort of an argument. The result was his triumphant election over his wily and eloquent opponent. A short time subsequent to the election he was met, in the town of Pulaski, by James K. Polk, later President of the nation, but then also a member elect of the same honorable body. In the presence of a vast crowd, Mr. Polk said; "Well, Colonel, I suppose we shall have a radical change of the judiciary at the next session of the legislature." This was new language to the rustic Solon. His reply indicates some degree of embarrassment. "Very likely, sir," said he, at the same time knowing what he afterwards confessed, that he knew not what the term meant, having never heard it used before, but fearing that some one would discover his uneasiness and ignorance.

His duties as a member of the legislature were not onerous. He performed them with the ability of the average lawmaker. Among these duties as he viewed the matter, was that of voting against the election of Andrew Jackson to the Senate of the United States. He seemed to distrust the statesmanship of that noted man, and took occasion often to refer to him in terms indicative of anything but the highest veneration for the hero of New Orleans.

In the lapse of time Colonel Crockett became a candidate for Congress. His first efforts failed, he lacking two votes to equal those of his opponent. His second contest was more successful, though he had two prominent opponents, General Arnold and Colonel Alexander. These military magnates despised their rustic competitor, little dreaming that he was master of the modern methods of carrying elections—viz mixing well with the people and distributing judiciously the sinews of war.

His Congressional services began in 1827 and terminated in 1834. During his last session he made a journey through the Middle and New England states, visiting the principal cities. His fame as a hunter, an eccentric man and a fair but determined opponent

of President Jackson, a member of his own political party, had preceded him. Everywhere he was greeted with most remarkable demonstrations of popular applause, the people calling upon him for speeches where he supposed he was wholly unknown. Classic centers like Harvard University invited the untutored lawmaker to visit and address them; but in this case he declined, fearing the authorities might dub him a Doctor of Laws as they had "the government," as he designated Andrew Jackson.

When he ran in 1835, he was compelled to meet opposition of the most violent kind. The whole influence of the administration was brought to bear against him. His votes in Congress, his mileage bills—in short his whole Congressional career was published in a distorted form, to prejudice his constituents against him. Money was used liberally, too, to accomplish the same purpose. The result was the election of his opponent by a majority of 230 votes. The blow was a severe one. He accepted it as gracefully as he could, but expressed himself in these terms: "I came within 230 votes of being elected, notwithstanding I had to contend against the whole power of the treasury. * * * I am gratified that I have spoken the truth to the people of my district regardless of consequences. I would not be compelled to bow down to the idol [viz Jackson, aided by Van Buren] for a seat in Congress during my life. I have never known what it was to sacrifice my own judgment to gratify any party, and I have no doubt of the time being close at hand when I will be rewarded for letting my tongue speak what my heart thinks. I have suffered myself to be politically sacrificed to save my country from ruin and disgrace; and if I am never again elected, I will have the gratification to know that I have done my duty."

It is useless to attempt to conceal the fact that the Colonel was sorely disappointed in the results of this election. The success attending his former attempts, and the eclat called forth during his triumphal tour through the north had given him strong political aspirations. To have them suddenly blasted was, in every sense, very humiliating. Meeting his constituents face to face in a public assembly, he reminded them of their ingratitude, and he predicted regret on their part for the unwise course they had pursued. He closed his harangue by saying that for the present he was out of politics; and that while they might all go to the intensely heated region not mentioned by name in the New Version, he would go to Texas. Contrary to his general custom, he sought temporary relief in poetry, and his effusion exhibits a peculiar sadness that can not fail to commend it to the appreciation of any one acquainted with the fatal results of his departure.

Farewell to the mountains whose mazes to me
Were more beautiful far than Eden could be;
No fruit was forbidden, but Nature had spread
Her bountiful board, and her children were fed.
The hills were our garner—our herds wildly grew,
And Nature was shepherd and husbandman too.
I felt like a monarch, yet thought like a man,
As I thanked the Great Giver, and worshiped his plan.

The home I forsake where my offspring arose;
The graves I forsake where my children repose;
The home I redeemed from the savage and wild,
The home I have loved as a father his child;
The corn that I planted, the fields that I cleared,
The flocks that I raised, and the cabin I reared;
The wife of my bosom—farewell to ye all!
In the land of the stranger I rise or fall.

Farewell to my country!—I fought for thee well,
When the savage rushed forth like the demons of hell,
In peace or in war I have stood by thy side—
My country, for thee I have lived—would have died;
But I am cast off—my career now is run,
And I wander abroad like the prodigal son—
Where the wild savage roves, and the broad prairies
spread,
The fallen, despised, will again go ahead.

The sequel of this matter is quite brief. Col. Crockett went to Texas to assist that lone state in securing its independence from Mexican dominion.

With 150 other patriots, he aided in the capture of the town of Bexar, now called San Antonio. The Texans were under command of Colonel Travis, and the Mexicans, under that of General Cos, brother-in-law of Santa Anna who subsequently played a conspicuous part in the management of Mexican affairs. This victory was but a temporary success. In a few days the Mexicans under the leadership of President Santa Anna returned, their force some 1600 strong, and besieged the Texans in the fortress of Alamo, a military work in the outskirts of San Antonio. The siege continued several weeks, the enemy constantly drawing their lines closer and stronger until all hope of escape or receiving reinforcements was cut off.

Colonel Travis well knew the fate of his command in the event of capture. With him were 150 spirits as brave as any possessed by the heroes of Thermopylae. In the number were Colonel Bowie of Louisiana, inventor of the famous knife bearing his name, and Colonel Crockett, the hero of this sketch. They all determined to sell their lives at the highest possible price. The number of the defenders was finally reduced to six, when the final charge was made, and the fortress captured. The six survivors including Col. Crockett, were led before Santa Anna, in whose presence they were all treacherously and wantonly murdered. In fact every member of the fortress, except a woman and a negro boy, perished but at a terrible expense to the invaders, their loss being over 800. Thus perished the hunter, the warrior and the pioneer statesman, a sacrifice to the cause of Texan independence.

During all of this siege he kept a journal, his last entry being made March 5, 1836 as follows: "March 5. Pop, pop, pop! Bom, bom, bom! throughout the day. No time for memorandums now. Go ahead! Liberty and independence forever!"

Before day break the next morning the fortress was stormed, and thus perished in his fiftieth year, the far famed, rustic American Statesman, Colonel David Crockett.

MORAL EDUCATION.

BY REV. D. HEAGLE, D. D.

CHAPTER III.

IN WHAT DOES MORAL EDUCATION CONSIST?

Our last chapter was occupied particularly with a study of the kind of morals which it is desirable to have taught. This is only the objective side of a more general topic, namely, the peculiar nature of an ethical education. Viewed subjectively, then, or as connected with personality, that is still our subject; and so we ask, *In what personal attainments does a moral education consist?*

NEGATIVE PARTICULARS.

Certainly, such an education does not consist wholly in *learning moral precepts*, or in a mere storing of the memory with ethical knowledge, no matter what the peculiar kind or amount of that knowledge may be. Such a culture would not be moral, but literary, in its quality; having little more to do in affecting the moral nature and producing ethical conduct, than would the study of Arithmetic, Geography, Grammar or any other purely literary branch. Says Herbert Spencer: "Creeds pasted upon the memory, good principles learned by rote, lessons in right or wrong, will not eradicate vicious propensities, though people in spite of their experience as parents and citizens, persist in hoping that they will." The great defect of the old Greek, or Socratic, notion of moral culture, was the supposition that mere knowledge is sufficient to accomplish training, or that if a person once knows what is right, he will, by force of his reason, be compelled to act virtuously. Such however, as is proved by only too vast an amount

of experience, is not really the fact; for a man may know all the good moral precepts in the world, he may be able to repeat most glibly the Ten Commandments, or all the moral teachings in the Sermon on the Mount, or in the whole Bible for that matter, and yet be the veriest rogue conceivable in his practical life. In all of the penitentiaries of our country there are many men who are exceedingly well informed in regard to morals; and yet, despite their knowledge, they are criminals all the same, and some of them villians of the very deepest dye, worse than others incarcerated with them, who have less ethcal knowledge. The published report of the largest prison in the State of Illinois, for the year 1892, says that of the convicts there, seven hundred and eighty-nine had attended Sunday-school at some period in their lives, and of the whole number nearly six hundred, or to be precise, 583, professed some religious belief, at the time of their registration. Not infrequently does it happen, as in the case of Dr Webster, who some years ago, in Boston, so barbarously murdered and cut to pieces the body of another member of his profession, namely, Dr. Parkman, that the person committing such a shocking outrage stands high in moral and social circles, and it was not suspected, before the discovery and proving of the deed, that the guilty party was at all capable of so great a crime. But all this only demonstrates the incorrectness of the Socratic theory, and shows that to the attainment of moral character something else is necessary in man than the possession of knowledge and reason. Or, as Herbert Spencer indicates, the vicious propensities in human nature require, for their eradication, some other treatment than simply the pasting of creeds or moral precepts on the memory.

So also will genuine moral conduct be unattainable by any outside compulsion, as that of law or government. All the school discipline in the world, if enforced simply as a matter of external authority and requirement, and not as a matter appealing to conscience and volition, will accomplish little or nothing in the way of educating pupils morally. In fact, morality cannot be taught, or rather learned, without the exercise, on the part of the pupil, of his own free choice; for it is of the very essence of morality that its actions proceed in liberty, and all attempts to coerce freedom into action is only an attack upon the moral quality of the action.* Such a thing, therefore, as a "breaking of the will" of children, if by this expression is meant any interference whatever with the child's power of free choice, cannot be put down as among the processes of promoting moral culture, but among those processes which defeat the very end sought by moral culture. As a matter of fact, neither children nor grown people improve much in moral character, when under too much restraint from outside authority or force.

POSITIVE REQUIREMENTS.

If then neither coercion from without nor memorizing as an inward exercise, is able to produce moral education, the possibility still is open for this matter to be achieved by other processes. Of such other processes, which are really efficient for securing the end mentioned, we will name, as the one coming first in order, the *establishing of correct moral sentiment in the heart of the pupil*. Before the feeling of the pupil's heart is right with respect to any moral procedure, it will be difficult, or rather impossible, to get him to act freely, or of his own choice, as to that procedure. Not only must the emotional nature be enlisted before the will can be made to act, but if the will is to act in a right direction, the emotional nature must also be right, or move in such direction. Consequently the first thing to be aimed at, in controlling the will, is to secure a

correct feeling or sentiment on the part of the pupil. If his heart is right, it will not be difficult to get him to act as his heart bids him to. But it will be impossible to reach his will without, first of all, reaching his emotional nature. As some one has said, "He alone will do the right who loves the right."

Now, there are three ways of enlisting the sentiments of the heart of any person. First, his *self-interest* may be appealed to. In that way one may readily stir up in an individual the desire to undertake some line of action, because he will think that by so doing he will obtain some personal advantage. Another way of reaching the heart is to appeal to its natural *instinct or sense of honor*. With most persons this sense of self-regard, or honor, is very strong; and they may, by having this sense called into exercise, be made to do great deeds, as also to undergo great sufferings. This is, we may say, a very important natural instinct, and the teacher of morals will make abundant use of it. But after all, the strongest sense, or the one that would seem to be the instinct of final appeal in man, is still another. It is what we may denominate, or all know, as the *sense of right or obligation*. When we tell a person that he ought to do a thing, and that he *must do it because he ought*, we have probably made our strongest appeal to him. If after such a plea he will not act, there remains only coercion, or the letting him alone; but in either of these cases no voluntary action, and consequently no morality is attained. Usually, however, this sense of obligation is sufficiently strong in human beings to get them to do what is desired in the line of moral action—that is, if the appeal to this sense is properly made.

With these two avenues, then, open to the human heart, or to its ways of acting, it ought not to be so difficult a thing to accomplish the first essential in all moral culture—which is, as we have seen, the establishing in the heart, of correct moral sentiment. *Get the heart to feel and desire rightly*, and a very important stage in moral training is already reached.

(TO BE CONTINUED.)

PARLIAMENTARY LAW.

By A. L. MOORE.

NO. XVI.

[All questions pertaining to this subject, which bear the signature of the party asking the question, to insure good faith, will be answered through this department.]

DIVISION OF A QUESTION.

When a resolution or motion is susceptible of separation into two or more distinct propositions a member may, if no one objects, call for a division of the question; but the usual method is to make a motion to that effect, stating in the motion the manner in which it is desired to divide the motion.

This motion is treated by many as an amendment. But it seems to me that it is purely incidental, though relating to the resolution, and looking at it in this light it cannot be debated or amended. If treated as an amendment it could be debated and amended.

No motion should be divided inconsistently, for example, if a motion "to choose Mr. A. as chairman, and escort him to the rostrum" was pending it could not be divided, as he could not be escorted to the rostrum unless elected. But a motion "that we thank one committee and censure another," might easily be divided, because the two thoughts contained in the motion are entirely disconnected. When a motion has been divided the first part of the motion is usually considered first, and nothing except some privilege motion, can prevent the second part from being taken up as soon as the first part has been disposed

of. Each part becomes a separate distinct motion and is subject to the subsidiary motions that the original motion would have been had it not been divided.

COMMITTEE OF THE WHOLE.

When an assembly has a subject under consideration which they wish to discuss with greater freedom of debate than is allowed under the rules of the assembly, it is customary to move "that the assembly do now resolve itself into a committee of the whole to take under consideration," etc., specifying the subject.

This is really a motion to commit and can only be made when that motion is in order. When the motion prevails, the chairman calls some member to the chair and takes his place in the assembly as a member of the committee.

The only motions which are in order in the committee are: to amend, to adopt and that the committee rise and report.

Unless some limit has been placed upon debate a member may speak as long and as often as he please, and such limit must be made by the assembly, not in the committee. If it be found necessary to limit debate the committee would have to rise and return to the assembly in order that it might be done. When the committee rise, the chairman takes the chair and the chairman of the committee makes his report, which is the same as any other report from a special or standing committee. No minutes are kept of the proceedings, but the clerk should keep a memorandum of what takes place for the use of the committee.

TO CONSIDER INFORMALLY.

Considering a question informally is the same as considering it in the committee of the whole, except it is reached in a different way. The chairman retains his seat, and the only motions in order are to amend and adopt. The moment any other motion is adopted, as to lie on the table, or to commit, it puts an end to the informal consideration, and the chair should state the condition of the subject, which is equivalent to a report from a committee and would be acted upon the same. The same rules, with regard to speaking and minutes, apply that do in the committee of the whole. This form of consideration is of little use except in small societies.

[CONCLUDED]

The Earth's Motion Made Visible.

In the December issue of "Popular Astronomy", Eliza A. Bowen shows how the earth's revolution may be made manifest to the eye. Dr. L. Swift says: Place on the floor of a room free from tremours and air currents a good sized bowl nearly filled with water and sprinkle over the surface of the water an even coat of lycopodium powder, and across this make a narrow black line of pulverized charcoal. Place the bowl so that the black line shall coincide with a crack in the floor, or, if the room be carpeted, lay a stick upon the floor exactly parallel with the mark. After a few hours it will be found that the line is no longer parallel with the stationery object, but has moved from east to west, proving that, during this interval, the earth has moved from west to east.

The reason appears to me to be that the solid floor has with the earth and bowl moved from west to east, and so has the water also, but at a slower rate, as there is a slight inertia, of which the yielding liquid does not instantly partake, to be overcome. It will be seen that the line or charcoal mark always moved from east to west.

The longest reach of railway without a curve is claimed to be that of the new Argentine Pacific Railway from Buenos Ayres to the foot of the Andes. For 211 miles it is without a curve, and has no cutting or embankment deeper than two or three feet.

*"Bear carefully in mind the truth that the aim of your discipline should be to produce a *self-governing* being; not to produce a being to be *governed by others*."—Herbert Spencer.

THE NORMAL STUDENT.

A WEEKLY JOURNAL FOR THE READING PUBLIC.

B F PERRINE, Proprietor
VALPARAISO, INDIANA.Official Organ of the Alumni Association and
Literary Societies and Organizations of
the Northern Ind. Normal School.Entered at the Post-office at Valparaiso, Indiana, as Second-class
Mail Matter.

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PUBLISHER'S NOTES.

The article on Parliamentary Law by A. L. Moore, which closes with this issue, has had a long run. It is now regretted that it was not preserved so that it could be issued in book form. We are confident that it would meet with an encouraging sale. We will publish in next issue a paper read by Mr. Moore before the Star Society at last meeting. See Star notes in this issue.

We are constantly calling the attention of our readers to the fact that in the present form of publication of THE NORMAL STUDENT there is more matter furnished in one month than in the former publications issued in book form monthly, and that our subscription price is lower. We also find in all of our college exchanges which are equal in size to ours, and published weekly, that their rates are from one-half to double the price we charge. We know that we are not giving the heavy articles and helps that were given in THE STUDENT under its first management; but have promises of valuable contributions and matter of great importance to teachers. While we have evaded the publication of State School Questions and answers, they will again be printed to meet the wishes of so many of our teachers. We are glad that teachers write us and tell us of their wants. They should now feel that the paper is theirs, and many teachers could help us by sending articles on practical subjects.

It should be the pride of our great American institution that she precedes all other nations in a spirit of charity for the oppressed, wronged and dethroned heathen. In the case of Hawaii, where so large a per cent. of the wealth is owned by Americans, and where the nation's representatives were opposed to the ruling power, and where representatives plenipotentiary were looking after the interests of citizens of their own kingdoms, among whom sympathy for kingdom ought to be found; when these men will remain silent and offer no protest; it must be the highest type of charity when upon examination it is found by the people of the United States that one of their ministers plenipotentiary indulged too much in the interest of his constituency, and by his own people, without the asking of any nation, he is censured and the nation is humiliated for his too much indulgence in the interests of his fellow Americans. These limited restrictions to our representative ought to have been made known before. It is like the censure the good old father gave his son at the close of the war of the sixties: "You did right to fight for the Union, but while fighting for the freedom of Negroes would that you had gotten killed." It was his own

son, he had forgotten that. The ingenuity of Americans has Christianized, civilized and made the great wealth of the Hawaiian Islands. The expression of our charitable nation is that we have done wrong and now to appease the wrongs that we have done, (it is true no one knows of these but ourselves) but to appease this wrong, our people on the Island may get off the best they can. The conceded rights of Americans, which have been so justly granted by other nations, are withdrawn, and in humility we say that no privileges are asked, such as were asked by Secretary Bayard eight years ago. And now Canada or any people can have our chance. Oh, the rarity of such great charity in other nations.

CALIFORNIA.

The well known California Excursions of A. Phillips & Co., beginning March 1st will change their route from the Canadian Lines to the Fitchburg, West Shore and Nickel Plate Roads, leaving Boston as in years past every Tuesday. These excursions combine comfort and economy in the greatest degree and have always been personally conducted and given entire satisfaction. For full particulars and general information about California, address Agents of the Nickel Plate Road or A. Phillips & Co., No. 446 Broadway, Albany, N. Y.

Lives of poor men oft remind us
Honest men don't stand a chance;
The more we work there grows behind us
Bigger patches on our pants.

On our pants, once new and glossy,
Now are stripes of different hue;
All because subscribers linger
And won't pay us what is due.

Let us then be up and doing;
Bring your mite, however small,
Or when the winds of winter strike us
We shall have no pants at all.—Ex.

California Reached Easily.

Via the weekly through car which will run over the Nickel Plate Road after March 1st.

NEW BOOKS.

"General Scott," by Morens J. Wright, 350 pps., cloth, \$1.50. D. Appleton and Co., New York.

"German Historical Reading Book," by H. S. Webb, 300 pps., 90 cents. Henry Holt & Co.

"Irish Ideas," by N. O'Brien, cloth, \$1.00. Longmans, Green & Co. N. Y.

"The Coming of Arthur," Tennyson, Classic Series, paper, 12 cents. Maynard, Merrill & Co., N. Y.

"Evolution of Science," by W. D. Ball, 250 pps., cloth, \$1.25. Porter & Coates, Phil.

"A Laboratory Course in Invertebrate Zoology," by Herman C. Bumpus, 157 pps., cloth, \$1.00. Henry Holt & Co., New York.

"School Management," a practical treatise for teachers and others interested in the right training of the young, by Emerson E. White, 320 pps., cloth, \$1.00. American Book Co., New York.

The February number of the *Atlantic Monthly* contains among other interesting articles the following:

The intimate relations which Senator Dawes held with Lincoln and Stanton render this too short article about the great Secretary of War most interesting, and will serve to throw some light on the character of that much misunderstood man.

The article on Tammany Hall is a very fair and impartial one, and so perhaps will have more weight than if it were extremely partisan. However, the history of this famous organization and of its methods is clearly told, and the great difficulties in the way of clearing New York of this pest are clearly set forth.

The distinguishing poetical feature of this number is Dr. Holmes's "Francis Parkman."

Messrs. Houghton, Mifflin & Co., of Boston, New York and Chicago, will soon publish the

Sir Roger De Coverley Papers. This edition is made most attractive to teacher and pupil by the following features: a Frontispiece which is a reduced reproduction of the first page of the opening number of The Spectator; the Table of Contents which gives the author and date of each essay; a Chronological Table of the principal events in the lives of Addison and Steele; an Introduction in which the Editor has given the history of the Essay and the great influence it exerted on the literature of the Eighteenth century, and tells of the career of The Spectator and the reasons of its great and immediate popularity.

The Notes, which are quite numerous, explain allusions to events and customs contemporaneous with the essays, thus putting the reader into the spirit of the life of the time.

The price of this book, which is bound in linen covers, is 40 cents, net. There is no doubt that this book will be among the most popular of the Riverside Literature Series, in which series it will constitute Numbers 60 and 61.

EDUCATIONAL.

Physical Culture in Public Schools.

When marching is conducted with care and exactness, it proves a most cultivating, as well as a very fascinating form of gymnastics. In order to develop graceful ease of carriage and movement, in marching as well as in walking, too much attention cannot be paid to the directions for carrying the head, body, and hips.

Keep the chest up, hips back, chin slightly in, eyes to the front, arms hanging easily at side, and thumbs forward, and never drop at the knees or drag the feet.

In stepping, turn the toe outward, swing the foot forward, and plant it first on the ball; then, as the weight is strongly and smoothly transferred to it, let the heel come to the floor, where it rests but lightly.

(This marching drill has been arranged for the seated school room, and can be executed through the aisles and around the room.)

Commands in Order of Practice.—Mark time in place between each change.

The pupils rise and stand "First Position" in the aisles ready to obey the commands.

The first part of the command is a call for attention; the second part for execution.

Mark time.—Begin with the left foot and alternately advance each foot about half its length, bringing it back on the ball to position beside the other.

Measure distance.—While still keeping time in the aisles, the pupils, excepting the first one in each row, step up and place the tips of the fingers on shoulders in front. Drop hands at side. To employ the hands and keep the line even, the pupils in front row may catch hands across the desks.

Forward—march.—The pupils step forward eight steps, or as many as the space will allow. In order to keep the advancing lines even, the pupils may catch hands across.

Backward—march.—Step backward with left foot first; endeavor to gain the old position with the same number of steps used in going forward.

Right face—Left face—Front face.—The facings are all executed by turning on the left heel, at the same time rising the right foot and carrying it around to the position beside the left. Right face turns you facing right; left face turns you facing left; front brings you from the other facings to front position.

Side step.—From either right or left face swing the foot to the front out at the side, taking steps toward the front of the room; mark time and side step in the same manner toward the back of the room to the original position.

Right about face—Left about face.—Place right toe back of left heel and turn on toes to the right half way round. Left about face is executed by placing the left toe back and turning to the left, half around or to the rear.

Single file—forward.—While the rest mark time, each pupil in the first row marches in common time, forward and across the front of the room; then back through the

outside vacant isle, the rows in turn following until the school is marching in single file around the room. The eyes should be directed toward the front and the head kept steadily erect.

In turning a corner, make the steps short and wheel the body squarely around, stepping forward in the new direction, keeping the lines straight. Much depends upon the self-control and exactness of the leader.

Single file—backward.—From marking time, the entire line marches backward once around the room.

Face—inward.—Turn faces toward the center of the room. From this position, execute side step right; side step left.

Form twos.—At the back part of the room the first couple turn, facing the middle aisles, and marches through them to the front, the succeeding twos following in their turn until the entire school is formed in a double column up the center of the room.

Turn—right and left.—The leader on the right turns to the right, and the one on the left turns to the left, each leading around in and outside aisle and again forming twos up the middle aisle: the partners should keep exactly opposite each other, and make their facings at the same time; the floor should be marked at the turning points, and the pupils required to turn squarely around on corners.

Cross over—at front.—The leader on the left will step back and to the right, swinging his partner in front of him; thus crossing over they lead around the room.

Cross over—at back.—Partners pass each other before coming up aisles.

Bow and cross over.—Before crossing over at the front of the room, the partners bow to each other. The pupils may catch hands as they form twos up the aisles, and after bowing the one on the left will swing his partner in front of him before they drop hands and cross over.

Single file.—At the head of the double column the original leader starts out in the direction which he first lead, his partner following; all step into single file as they come to this point and march around the room, executing by commands.

FANCY STEPS.

After strength and perfect control of the body have been gained in marching, the figures and changes may be taken with fancy steps, which make a graceful recreation.

Swing step.—(Two counts.) 1. Swing the right foot forward and across, at the same time bending opposite knee, and throwing right hand over the head.

2. Step forward. Repeat with the other foot.

Touch step.—(Three counts.) 1. Touch toe forward.

2. Touch same toe backward.

3. Same foot forward. Repeat with the other foot.

To the seats.—The first pupil of each column will, from the back part of the room, lead up his own aisle to his seat, each pupil stopping beside his seat.

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CRESCENT SOCIETY.

The Crescent Society gave its regular program last Friday evening to a crowded house. Many were unable to be accommodated and were turned away in disappointment.

After the invocation by C. H. Waite, Gerald Stoner proceeded with his oration entitled "Other Worlds than Ours." He beautifully pictured the heavens as they appear on an autumnal evening, and showed how our admiration of them leads into communication with another life. "Their wondrous beauty brings a feeling of awe and reverence which naturally causes us to enquire whence came all these?" He showed this to be an age of skepticism and scientific investigation. "Science and religion so far from being hostile to each other, are seen to be in perfect accord." In speaking of the inhabitancy of the other planets he said, "Since we find that this world teems with life, that the whole realm of nature is filled with creatures whose organisms are adopted to endure the conditions of the situation in which they are found, would it not seem inconsistent with our ideas of divinity to suppose other planets to be left destitute of inhabitants." Mr. Stoner's oration contained much valuable information for all who were willing to receive instruction.

A guitar solo by Miss Lona Holt was well-received a second time.

Orville Price next recited the selection "Dora" in his own admirable manner.

This was followed by a well prepared paper by Miss May Ingram on the subject "How Nehemiah Re-built the Wall." She portrayed in carefully selected language many interesting ideas. By way of illustration she touched upon the money lenders of the world to day, the World's Fair and the American idea of progress. She stated that all reforms were generally lead by the best religious people.

A piano solo by Miss Lulu White was fully appreciated.

Fulton Jack had selected the live subject, "The Nineteenth Century Greets the Twentieth," for his oration. He treated it in a manner that was both practical and interesting. A glowing tribute was paid to the progress and "push" of the present. By means of comparison he called attention to the facilities of to day over those of a half century back. He took the sensible view that the 20th century would distance the 19th as far as the present has the past. In conclusion he prophesied that in another century nations will have learned to act in harmonious union and that the barbarian races of Africa would have to yield to the civilization of the Anglo Saxon.

The program was enjoyably concluded by the Wolf String Quartette.

Mr. J. L. Kendall, who has been an active crescent and a genial scientific, leaves school next Monday to teach in Stithon, Ky. Both the society and class wish him success in his new field.

C. H. R.

STAR SOCIETY.

The second programme for this term was given in Star Hall Saturday evening, Feb. 3, 1894, to the usual crowded house.

The programme throughout was well arranged and admirably rendered.

The first number, a recitation by Chas. U. Walton, entitled "Justice in Leadville," was a sketch of western life. The peculiar characters and dramatic situations which the selection contains, were brought out by Mr. Walton in a style that could not fail to please.

Following this was an oration by V. M. Tyler, subject, "Spanish Missions in the United States." In his oration Mr. Tyler spoke of the early homes of the Indians, the motives of Spain in pursuing their policy of conquest, and described in a vivid manner the early Spanish missions which served the double purpose of fortress and sanctuary.

Next came a recitation by Miss Mary E. Cook, entitled "Nobody's Child." The manner in which the selection was given showed earnest work on the part of Miss Cook, and her efforts were appreciated by her audience.

The first musical number of the programme a violin solo by N. J. Swihart, was excellent and deserved nothing but praise.

Miss Blanche Davey then recited a poem entitled "Told by the Hospital Nurse." The poem is the description of an incident in hospital life, and is full of romance and pathos. Miss Davey rendered the selection in a very creditable manner and richly deserved the applause she received.

The ever popular Heritage trio then rendered a vocal selection and the audience showed its appreciation by two hearty encores.

If there was a crowning feature to this most excellent programme it was in the final number, an oration by A. L. Moore on the subject "Our Nation's Progress." Mr. Moore traced the advancement of our nation in civilization, science, art, literature and inventions in a very interesting manner, and paid splendid tributes to Lincoln and Washington.

PROGRAM FOR TO-NIGHT.

Roll Call,	
Invocation,	
Oration—A Leaf from Law,	M. A. Bullard
Vocal Solo,	W. F. Parish
Recitation—Burdick's Goat,	E. R. Bertram
Piano Duet,	Pearl Jones, Eloise Saviers
Essay—Idleness, the Rust of the Mind,	Marie Whitacre
Guitar Solo,	Lona Holt
Recitation—Aux. Italiens,	Dora Pierce
Song,	Male Quartette
Talk—Merry England,	Prof. R. A. Heritage

UNCLAIMED LETTERS.

The following is a list of unclaimed letters remaining in the Valparaiso postoffice for the week ending Feb. 7, 1894.

Bremer, Mathias	Lyons, Frank
Bowman, Mattie	McGibeny, Florence
Coyle, Patrick	McQuillin, Cora
Carr, John	Magill, A. W.
Gearheart, Ida	Myrall, Annie
Harris, Jennie	Miller, Allie
Hamilton, Belle	McCoy, May
Harper, A. W.	Newville, Augustus
Jordan, J. A.	Quinton, Geo.
Johnston, W. M.	Sullivan, Mary
Kluth, Carl	Simpson, M.

In calling at the post office for the above named letters, please say "advertised," giving date of list.

JUNIOR LAW NOTES.

Last Wednesday Morning, at the call of Prof. DeMotte, the Junior Law Class met for the purpose of electing three orators to represent the class at the commencement exercises next June. This being an election of the utmost importance, the class had looked forward to it for some time, and though the early call was somewhat of a surprise, the entire class were well prepared to make a discreet choice of the favorites. The following selections were made, E. C. Hill, Ray G. Farrington, and Livingston Thompson. All agree that the class did well in their selections and College Hill will look eagerly forward to an exceptionally fine program by the Juniors.

On Tuesday last the class again had the pleasure of reciting under Prof. DeMotte.

Stephen on pleading now takes the attention of the class, and all agree that it is a hard nut to crack. Equity pleading will soon be taken up.

The juniors look eagerly forward to their admission to the bar of the Normal Moot Court.

The juniors all sympathize with our esteemed classmates, John Perrine and Will Stewart, each of whom has been seriously ill.

Everybody will turn out to hear words of wisdom and silvery eloquence from Mr. Levi Pollard, the Washington day orator.

E. F. O'Riordan has been honored with the chairmanship of general debate.

Everyone was sorry to lose Bert Vestal, who being sick, returned to his home last week. But good news comes that he is improving and will soon be with us again.

A new court, we learn, has been formed to be presided over by Judge Cooper. Leading members of the bar are Clark, Thompson, Whelan and Pollard.

Mr. Gower is now taking both the senior and junior work.

Y. M. C. A. NOTES.

The subject of Bible Study was taken up at the prayer meeting last Saturday evening, and a very instructive and interesting outline of the Bible given by C. E. Kants, president of the Y. M. C. A.; and a brief, though encouraging talk on the subject by Miss Wright, chairman of the Bible study committee of the Y. W. C. A. We have reason to believe that the efforts thus made will lend a new impetus to this department of the association work.

Thirteen new members were voted in by the young men's association at the last business meeting, and while we are not able to report the progress of the young ladies in this line, we feel quite sure that they are not falling very far behind.

Mr. James E. Adams, of Chicago, will be with us this evening and tomorrow in the interest of the "Students' Volunteer Movement." He will lead a special meeting in Recital Hall tomorrow at 3:30, to which all are cordially invited; and will also lead the young people's meeting at the M. E. church at night. "The Students' Volunteer Movement" is one of the most worthy features of College Association work, and embraces all those who are interested in missions and expect sometime to engage in that kind of work. A convention of this organization will be held at Detroit, Mich., on the 28th of this month; which, judging by the programme, will be an event of no little interest. An effort will be made to send several delegates from the association at this place.

M. L. Fearnow.

Student's K. of P.

The knights of Pythias will hold a district meeting on the 12th inst. There will be a public meeting at 3 P. M. in Memorial Hall to which all are cordially invited; prominent speakers will address the people. Immediately after, the Knights will meet in their hall. In the evening at 7:30 the degree of knight will be conferred on several candidates, after which the banquet.

The society is in a very flourishing condition and many new members are being received. On the 19th the Students K. of P. give a banquet in the K. of P. Hall, it being the anniversary of the organization.

HISTORY OF CHEMISTRY.

Last week Monday evening the members of the Pharmacy Department met in Room B of the New Chapel Hall and organized for the study of those subjects pertaining to their work in this school. The meetings are to be held at 7:15 every Monday evening. Mr. A. E. Bradbury and Miss Libbie Higgins were elected President and Secretary, respectively. The work for this term, as outlined below by Prof. Roe, will give the class, with what they have already received from their instructor, a thorough knowledge of Ancient and Modern Chemistry. At the first meeting, which was held last Monday evening, the subject "Alchemy" was ably spoken on by Mr. John Nagel. The second meeting, will include Abu-Musa Geber, by L. G. Paul; Basil Valentine, by E. H. Reid; Aureolus Paracelsus, by Eva Wilmarth; third meeting, Johann Agricola, by B. F. Schwartz; Jan Baptista van Helmont, by Libbie Higgins; Johann Rudolf Glauber, by E. M. Paine; fourth meeting, Robert Boyle, by F. J. Groth; Phlogistic Theory and Geo. Stahl, by Jessie Martin; fifth meeting, Dr. Joseph Black, by C. M. James, Dr. J. Priestly, by A. E. Bradbury; sixth meeting, Henry Cavendish, by H. P. Warner; Carl W. Scheele, by C. F. Whitmer; J. B. Richter, by G. M. Brothers; seventh meeting, A. L. Lavoisier, by R. Z. Pierce; John Dalton, by R. C. Taylor; eighth meeting, Joseph Louis Gay-Lussac, by Chas. Larsen; — Avogadro, by J. W. Rust, Jons Jakob Berzelius, by E. D. Miller, Humphrey Davy, by W. D. Outhouse.

— C. M. J.

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PERSONAL.

J. E. Byers, of '93, has charge of the school at Thompson, Mich.

William Venner is teaching in the public schools in Kansas City, Kansas.

August Klogstad, of the class of '87, has a studio at 12 Loomis street, Chicago.

Miss Hannah McCormick, of '91 and '92, is winning laurels as a teacher at Clifton, Ill.

R. A. Brown and Josie Webb, both of the scientific class of '93, were married February the eighth.

H. A. Erickson, scientific of '93, is taking a course in electrical engineering, at the University of Minn.

Hattie Williams, of '91, is teaching and studying art in Eminence College, Eminence, Ky.

Miss Rebecca Chanwell, student of '90, is teaching with excellent success at Frazeryburg, Ohio.

F. D. Green, a former commercial student is teaching with good success at Cadwallader, Ohio.

John McCulloch, scientific of '93, is principal of the school of West Point, Iowa. We are pleased to hear of his success.

Miss Edith Pitts, a well-known member of the elocution class of '92, is spending the winter with her parents at Orangeville, Penn.

Carl M. Cahill has been in the employ of Barns and Parish in Chicago, as Stenographer, ever since he left school here and is doing well.

R. C. Holaday, a Commercial graduate of 1893, has charge of the Commercial Department of the Davis Military School, at Winston, N. C.

Della Hess, who has been traveling with her mother during the past few months, has returned and resumed her studies in the review course.

B. F. Eikenberry, now studying in the Hahnemann Medical College, Chicago, will practice with his brother during the coming summer, at Peru, Ind.

Edward Baker, a music graduate of '93, is with us for a short stay. He lives at Streator, Illinois, where are also the Dicus brothers and many other old normalites.

Maynard Spicer, a popular student of last year, has charge of the city schools at Cartwright, Wis. He is assisted by Miss Etta Smith, who was a student of last year.

S. Toledo Sherry, student of '92 and '93, having recently closed his school at Wharton, Texas, is now at Eagle Lake, Texas, making arrangements to open a summer normal.

The social at Dr. Carson's, given by the ladies of the M. E. Church on Tuesday evening, was an enjoyable affair. A well timed program consisting of music and recitations was rendered by Mr. Wallace Wright, Miss Mable Banta, Messrs. Heritage, Butler and McConahy.



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WITICISMS.

"There is young Slasher across the street; does he go in for football still."
"No, it's mostly for arnica and court plaster now."

She giggled when he talked to her,
She giggled when he stopped,
She giggled when he kissed her first,
She giggled when he "popped,"
She giggled when the day was set,
She giggled when they wed;
And now he often wonders if
She'll not giggle when he's dead.—*Ex.*

Little ponds of water,
Frozen firm and tight,
Make the coal and ice men
Wild with pure delight.

"Mandy, did you read that notice on the counter, Your choice for 15 cents?"
Mandy—"Land sakes! yes; but it looks like an awful price to ask for them clerks."

Bostwick—So you followed my advice, Jagster, and tried the gold cure. You found it effective, didn't you?
Jagster—Very. It took all my money and left me nothing to get full on.

Life is such a strange condition,
Anywhere its course is run;
You can lend ten thousand dollars
Where you cannot borrow one.

"You look depressed, Wintie."
"I feel depressed, old man."
"What's the matter? Business or love?"
"Business. Alice de Million has just refused me."

"I see Slumsy's book is going like hot cakes."
"You told me that it was not selling at all."
"That's true, but people are cutting it to pieces."

CHURCH ANNOUNCEMENTS.

BAPTIST. 9:15 a. m., Sunday School. 10:30 a. m. and 7:00 p. m., preaching by the pastor, Rev. Dr. Heagle. 2:30 p. m., Junior Baptist Union, led by Mrs. Judd. 5:45 p. m., Young Peoples Prayer meeting.

CHRISTIAN. Sunday School at 9:15 a. m., Prof. M. E. Bogarte, Superintendent. Morning and evening sermon by the pastor, J. H. O. Smith. Y. P. S. C. E. 6 o'clock, Prof. J. E. Roessler, President. Special music at each service and everybody made very welcome.

CATHOLIC. Morning service at 8 o'clock. High Mass at 10:30 a. m. Sunday School at 2:15 p. m. Vespers at 3 o'clock.

GERMAN LUTHERAN. Sunday services 10:30 a. m., and 7:30 p. m. Sunday School 2:00 p. m.

GOSPEL HALL. Gospel meetings at 10:30 a. m. and 7:30 p. m. Prayer meeting Thurs. day evening at 7:30 o'clock.

METHODIST. The pastor will preach at 10:30 a. m., and at 7:00 p. m. 9:00 a. m., Class meeting. 2 p. m., Sunday School. 3:15 p. m., Junior Epworth League. 5:45 p. m., Epworth League. Prof. Heritage with a well trained choir will lead the singing. He also teaches the Normal Sunday School Class.

PRESBYTERIAN. 10 a. m., Session Prayer Meeting. 10:30 a. m. and 7:00 p. m., preaching by the Pastor 2 p. m., Sunday School. 6.00 p. m., Christian Endeavor.

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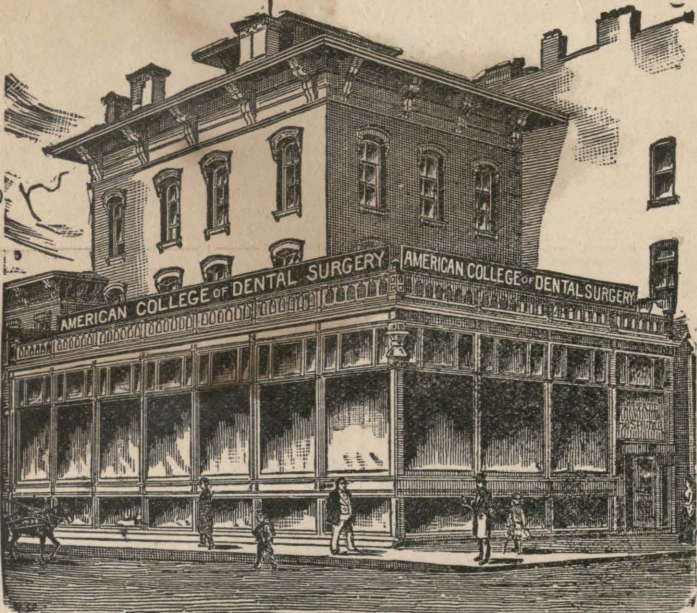
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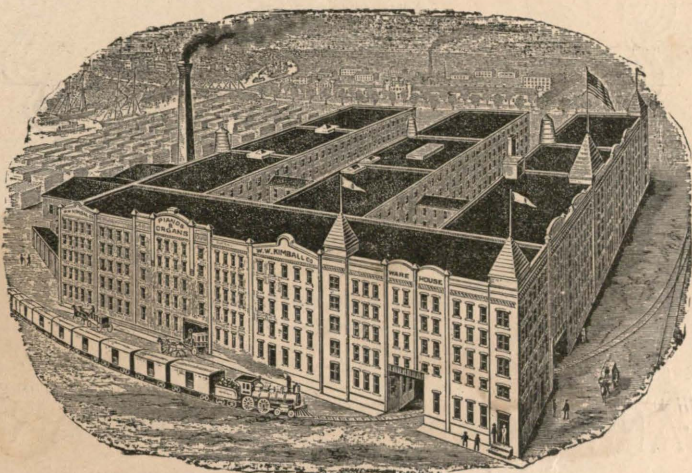
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2 45 "	10 24 "	11 08 "	FOSTORIA.		5 30 "	5 20 "	9 25 "
5 25 "	1 29 P. M.	2 14 A. M.	NEW HAVEN.			2 01 "	
	2 05 "	2 30 "	FT. WAYNE.		2 30 "	1 45 "	6 25 P. M.
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	5 36 "		SOUTH WANATAH.			10 02 "	
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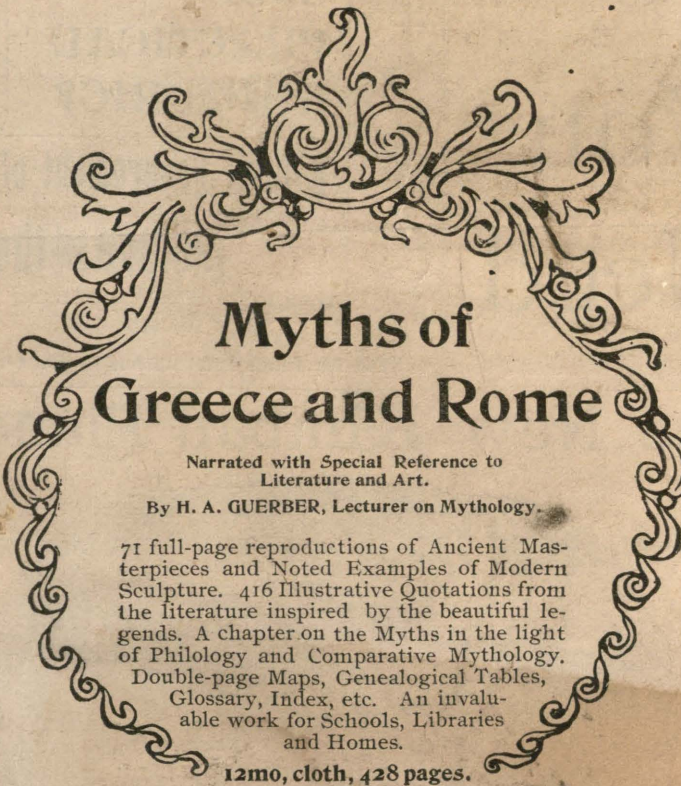
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